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## ABSTRACT

A study was made to determine whether nurses apply scientific theories in rearing their children or whether social class values have more influence on their childrearing practices. Surveyed were 119 registered nurses whose educational levels ranged from a diploma to a doctorate in nursing; 62 percent of the nurses responded. A questionnaire was designed to gather demographic data and information about resources subjects considered most useful in childrearing, theoretical orientations used as guides in childrearing, and social class statements reflecting Weberian ideal types of lower, middle, and upper class individuals. Scientific theory orientations included growth and development, learning, cognitive, psychodynamic, and behavioral orientations; "non-scientific" theory orientations included parent effectiveness training, transactional analysis, theories transmitted by parents, religion, and common sense orientations. Findings indicated that the nurses tended to rear their children as they themselves were reared, rather than as they were taught in courses. Even with exposure to various theory orientations, the majority chose to rely on non-scientific orientations of common sense or religion. Growth and development was the most cited scientific theory orientation. In comparison with technical nurses, professional nurses were much more interested in the psychological growth of their children than in maintaining discipline. (Implications for teaching children of nurses are briefly discussed.) (RH)

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# CHILDREARING PRACTICES OF NURSES - IMPLICATIONS FOR THE CLASSROOM TEACHER

by

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Current statistics reveal that working parents now often include both father and mother. More than 50% of American mothers work outside their homes. By 1990, this statistic is expected to increase to 75%.<sup>1</sup> Teachers who are faced each day with disciplinary decisions at school may ask, "How does the mother who works outside the home approach childrearing?" Of particular interest to the writer was the group of mothers who are nurses.

Nurses are provided theories which might be useful guides for child-rearing practices; some of which include growth and development, psychodynamics, and learning theory. All of these are part of their education. Some nurses may have more specific learning experiences by enrolling in classes which focus on transactional analysis or parent effectiveness training. There is variation from program to program in the number of courses offered pertaining to concepts that might relate to childrearing practices. Many of these concepts related to childrearing which enter the nurse's background, are associated with nursing practice.

The question is whether this knowledge is used by nurses in rearing their own children, or whether social class values have more influence

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on childrearing practices than theory orientations from a scientific knowledge base. Traditionally, according to Hollingshead's study (1975), nurses usually come from Class III, the middle class.<sup>2</sup>

A search of the literature reveals that Duvall's (1946) pioneering inquiry on differences between middle- and working-class parental values found that working-class and lower middle-class parental values included cleanliness, neatness, and obedience in children, while middle-class parents emphasized more developmental values; the latter wanted their children to be eager to learn, to confide in and to love their parents; to be happy and healthy. Duvall surmised that working-class parents wanted their children to conform to externally imposed standards, while the middle-class parents were more attentive to the internal dynamics of their children.<sup>3</sup> These findings were confirmed by Sears, Maccoby, and Levin (1957), who found that middle-class mothers were generally more permissive and less punitive than working-class mothers.<sup>4</sup>

Hollingshead (1949 and 1975) described middle-class parents as those who jointly accepted the responsibility for childrearing. Much emphasis was placed upon the family not being disgraced by misbehavior; parents were viewed as sacrificing time, energy, and their own desires to give their children advantages that they had not had as children themselves, and to rear them properly. The mean average of children per family was 3.6.<sup>3,5</sup>

Kohn's studies (1958 and 1974) indicate that all mothers hold a broad common set of values, but middle-class mothers value consideration, self-control, and curiosity more than lower-class mothers. Kohn found that middle-class mothers were more likely to talk with their friends about child-rearing practices than lower-class parents. Childrearing

was also considered more of a problem to this group than to working-class mothers. White-collar workers were more likely than blue-collar workers to attend Parent-Teacher Association meetings, to consult their neighbors and physicians about childrearing concerns, and to read what the experts had to say. Because of their emphasis on the development of internal standards of conduct, they were more likely to discipline the child on the basis of their perceptions of the child's motives for the particular act rather than the consequences of the act.<sup>6,7</sup>

Kohn's studies also revealed a strong tendency among blue-collar parents to stress external standards of conduct; working-class mothers valued characteristics that conformed to external standards, such as obedience, cleanliness, and neatness. They were more likely than middle-class mothers to react or base discipline on the consequences of the child's behavior, and more likely to punish the child when the behavior was perceived as annoying, destructive, or disobedient.<sup>6,7</sup>

Gecas and Nye (1974) found that the middle-class parent was more finely attuned to the child's behavior or to his own intentions in disciplining than the lower-class parent. The lower-class or blue-collar parent was more authoritarian, and more likely to use physical punishment as a disciplinary measure.<sup>8</sup>

Over a span of about two decades, Cole (1977) studied 85 upper-class children who ranged in ages from five to fourteen years old. Cole found that upper-class parents placed emphasis on the fine arts, such as piano, art, drama, ballet, and travel; emphasis was placed on how to care for plants, and how to speak foreign languages rather than the household duties of cleaning, cooking, and sewing for girls. Children were told not to talk about people behind their backs, but parents were often overheard doing just that, seeming to say, "do as I say, not as I do." Travel and

and leisure were considered more dignified than labor. Behaviors were reinforced that assisted the child in becoming a highly educated lady or gentleman.<sup>9</sup>

These distinct differences have been found in the childrearing practices of upper, middle, and lower-social classes. Nurses are concerned about childrearing practices from at least two perspectives: (1) As parents, many have responsibility for rearing their own children, and (2) As professionals, they often have to use growth and development principles in clinical practice. Although nurses have traditionally come from the middle socio-economic class, it has not been known to what extent nurses follow social class ideals or theories they have learned to guide them in their own childrearing practices.

#### Purpose/Sample

This study attempted to determine whether nurses apply scientific theories such as growth and development and/or social class values in childrearing; and, if they use their scientific background, what particular orientations they remember using to guide childrearing practices. Surveyed were 119 registered nurse members of District #30, North Carolina Nurses' Association whose educational levels ranged from a diploma in nursing to a doctorate. For the purpose of this study, technical nurses will refer to those nurses with a diploma in nursing or an Associate Degree in Nursing. Professional nurses will refer to those nurses who have a Baccalaureate Degree or higher.

#### Procedures

The questionnaire asked for demographic data, resources considered most useful in providing information on childrearing, theory orientations used as guides, and social class statements. A set of theoretical orientations and resources which seemed to reoccur in the literature as a part

of the nurse's scientific background were randomly constructed in the questionnaire to give each nurse an opportunity to select them in order of personal priority. The scientific theory orientations included growth and development, learning, cognitive, psychodynamic, and behavioral; "non-scientific" theory orientations consisted of parent effectiveness training, transactional analysis, ones handed down by one's own parents, religion, and common sense.

Subjects were asked to respond to randomly selected social class statements which related to the concepts of reinforced behaviors by parents, discipline of children, and specific personal values which identified the ideal type for a specific social class. Weberian essays first described the concept of an ideal type of social action and relationship. It was described as the theoretically conceived pure type which was formulated to describe what was characterized by a particular expected or normative pattern.<sup>10</sup> For the purpose of this study, the Weberian ideal type will refer to the selected typical values constructing a logical perception of each social class.<sup>11</sup> The term has been used to describe the construction of specific elements of the lower, middle, and upper-social classes.

Participants were asked to respond to randomly listed statements relating to selected social class ideals by using a Likert type scale, to indicate whether they strongly agreed, agreed, or disagreed.<sup>12</sup> Using Hollingshead's Index of Social Classes and Contributions from Kohn and Cole, statements were extracted to represent each social class ideal type.<sup>2,5,6,9</sup> Statements which were developed from the readings to represent the lower class were as follows: I have more than four children; I reinforce behaviors that encourage neatness, orderliness, and obedience; I am more likely to punish my child when his behavior is annoying, disobedient, or destructive; I am more interested in providing stability and education for my children;

I discipline on the basis of what has occurred as a result of my child's behavior.<sup>2,5,6</sup>

Middle-class value statements were selected which indicated that parents valued evidence of consideration, curiosity, and self-control. Their concern was for the psychological growth of the child, as exhibited by initiative, creativity, and self-actualization, rather than for maintaining discipline.<sup>2,5,6</sup>

Social class values for the upper-class extracted from Cole, Kohn, and Hollingshead were as follows: I have two or fewer children; I reinforce behaviors that will assist my child to become an educated person; I value leisure and travel as being more important for my child's growth than learning to work and hold a job; I base discipline on what my child is asked to do rather than how he or she models himself after me; I would prefer that my child focus on the fine arts of music or ballet rather than cooking or sewing.<sup>2,5,6,9</sup>

#### Findings and Implications for Education of Nurses' Children

From the 119 questionnaires mailed to technical and professional nurses, 62% of the nurses responded. Although the educational level of the participants ranged from a diploma to a doctorate, only one was doctorally prepared. Thirty percent of the respondents had received a diploma or an Associate Degree in Nursing while 70% had received a Baccalaureate Degree or higher. Respondents were asked to give their relationship to children they were rearing or had reared. Ninety-three percent of them were mothers, and the remaining 7% were stepmothers, grandmothers, and fathers.

The participants were asked to rank in order of importance the resources they considered most useful in providing them with childrearing information. The parental roles of one's own parents was selected as the most useful by

48% of the respondents. Although formal courses was ranked most important by the next largest number, the percentage of those who thought courses had been the most useful was only 23% of the sample population. However, another 23% ranked formal courses as their second most useful resource. Mass media (television, books, magazines, and newspapers) and friends were considered the second most important resources by 27% and 21% of the respondents respectively. According to the literature, middle-class parents are more likely than lower-class parents to consult friends, read what the experts say, and consider childrearing as a problem.<sup>6,7</sup>

The nurses were asked to rank a list of scientific and "non-scientific" theory orientations which may be used as childrearing guides. Each participant was asked to assign the number "1" to the most important guide with the number "10" indicating the least important guide. Two of the three theory orientations ranked highest by the largest number of respondents were "non-scientific" - common sense (36%) and religion (20%); another orientation given highest ranking by a sizable number was the scientific theory of growth and development (27%). Previously, 48% of the respondents had cited the parental roles of their own parents as most useful in providing information. Given a choice between common sense and parental roles, however, only 7% of the participants chose parental roles as highest ranked guide, while 36% chose common sense.

The technical and professional nurses were compared using chi-square to determine if they differed significantly in social class orientation. They were asked to respond to a list of random statements reflecting selected upper, middle, and lower-class social class values by checking a 3-point Likert scale indicating strongly agree, agree, and disagree.<sup>12</sup> Value statements included numbers of children, reinforced behaviors, discipline, and personal values. Almost everyone reinforced lower-class behaviors such

TABLE 1

AGREEMENT BETWEEN STATEMENTS CHARACTERISTIC OF SOCIAL CLASS CHILDREARING PRACTICES AND EDUCATION  
(\*Indicates Significance)

| Statements                                                                                   | Technical Education |         | Disagree |         | Professional Education |         | Disagree |         | Significance Level |
|----------------------------------------------------------------------------------------------|---------------------|---------|----------|---------|------------------------|---------|----------|---------|--------------------|
|                                                                                              | Agree               | Percent | Number   | Percent | Agree                  | Percent | Number   | Percent |                    |
| Lower Class                                                                                  |                     |         |          |         |                        |         |          |         |                    |
| ... more than 4 children                                                                     | 1                   | 6       | 16       | 94      | ..                     | ..      | 40       | 100     | 0.6564             |
| ...reinforce behaviors that encourage neatness, orderliness, and obedience                   | 17                  | 100     | ..       | ..      | 38                     | 95      | 2        | 5       | 0.8793             |
| ...more likely to punish annoying, disobedient, or destructive behavior.                     | 17                  | 100     | ..       | ..      | 39                     | 98      | 1        | 2       | 0.6564             |
| ...most interested in providing stability and education                                      | 17                  | 100     | ..       | ..      | 35                     | 88      | 5        | 12      | 0.3104             |
| ...base discipline on the result of the behavior                                             | 13                  | 77      | 4        | 23      | 23                     | 59      | 16       | 41      | 0.3405             |
| Middle Class                                                                                 |                     |         |          |         |                        |         |          |         |                    |
| ...3 or 4 children                                                                           | 6                   | 35      | 11       | 65      | 10                     | 25      | 30       | 75      | 0.6390             |
| ...reinforce behaviors that encourage freedom, initiative, creativity and self-actualization | 17                  | 100     | ..       | ..      | 39                     | 98      | 1        | 2       | 0.6564             |
| ...value evidence of consideration, curiosity, and self-control                              | 17                  | 100     | ..       | ..      | 40                     | 100     | ..       | ..      | ..                 |
| ...more interested in psychological growth                                                   | 5                   | 29      | 12       | 71      | 27                     | 69      | 12       | 31      | *0.0133            |
| ...base discipline on interpretation of child's underlying intentions                        | 16                  | 94      | 1        | 6       | 25                     | 63      | 15       | 37      | *0.0350            |
| Upper Class                                                                                  |                     |         |          |         |                        |         |          |         |                    |
| ...2 or less children                                                                        | 9                   | 53      | 8        | 47      | 27                     | 68      | 13       | 32      | 0.4579             |
| ...reinforce behaviors that assist child to become educated                                  | 16                  | 94      | 1        | 6       | 40                     | 100     | ..       | ..      | 0.6564             |
| ...value leisure and travel more than child learning to work and hold a job                  | ..                  | ..      | 17       | 100     | 2                      | 5       | 36       | 95      | 0.8538             |
| ...prefer child focus on fine arts                                                           | 1                   | 6       | 16       | 94      | 3                      | 21      | 31       | 79      | 0.3295             |
| ...base discipline on what child is asked to do                                              | 13                  | 77      | 4        | 23      | 28                     | 72      | 11       | 28      | 0.9726             |

... as neatness, orderliness, and obedience, and were more likely to punish behaviors that were annoying, disobedient, or destructive. See Table 1 above. Middle-class behaviors that encourage freedom, initiative, creativity, and self-actualization were also reinforced by almost all of the subjects, while the upper-class value of assisting the child to become educated was the most favored response from that category. Most disagreed,

however, that they valued leisure and travel more than having the child learn to work and hold a job. Few preferred that their children focus on the fine arts instead of learning homemaking skills.

There was a significant correlation between the level of education and two statements relating to the concepts of discipline and personal values. A significant difference between groups was found in their response to the statements, "I am more interested in my child's psychological growth than I am in maintaining discipline" (0.0133); and "I base discipline on my interpretation of what my child's underlying intentions were during the behavior" (0.0350).

Academic success derives from successful interplay among social, emotional, intellectual, and instructional factors present in the learning environment. Classroom teachers must identify such factors and make accommodations as evaluations of the children indicate. This study sought to determine which factors weighed most heavily in the background of school children whose mothers were nurses. From the findings, one might conclude that the childrearing practices of nurses parallel the axiom, "We teach as we were taught." Nurses as a professional group tend to rear their children as they themselves were reared, rather than as they were taught in theoretical orientations. Even with exposure to various theory orientations, the majority of nurses in this sample chose to rely on "non-scientific" orientations of common sense or religion. Growth and development was the most cited scientific theory orientation, having been identified as a guide by 27% of the participants; however, common sense was ranked most important by 36% and religion by 20%. The theory of transactional analysis and those guides handed down by one's parents were considered least useful as guides in childrearing.

Nurses in this sample had a significant relationship between technical and professional levels of education where selected statements reflecting middle-class views of discipline and personal values appeared. Professional

nurses were much more interested in the psychological growth of their children than in maintaining discipline as evidenced by 69% of them agreeing with the statement; only 39% of the diploma and Associate Degree graduates agreed that they, too, were more interested in the psychological growth of their children than in maintaining discipline. Also, 94% of the latter group based discipline on their interpretations of what their child's underlying intentions were during the behavior, while 63% of the professionally prepared nurses based discipline in this manner.

In this study, 48% of the sample ranked the roles of their own parents as the most useful resource to them. These findings are consistent with Guirguis (1978), who contends that there is no convincing study that indicates that violent parents lack knowledge of proper parenthood. He speculates that people learn to become good parents by following the examples set forth by their own parents.<sup>14</sup> Even though the participants ranked common sense much higher as a guide for childrearing practices than the parental roles of their parents, one might speculate that those parental roles may have had a definite influence on the participants common sense approach.

Nurses are typically from the middle socio-economic class as this and other studies indicate. Classroom teachers charged with the education of nurses' children can, unless otherwise indicated, assume that values such as consideration, curiosity, and self-responsibility should be encouraged as part of the general classroom atmosphere. From this study, one might also assume that other values that deal with neatness, orderliness, and obedience should also be encouraged within the classroom setting. Parental support would be strong as would the student's identification with such goals or behaviors. Support for good academic success could be

could be expected since the self-actualization of the children could only be accomplished if they acquire a broad education. Help with homework and individual projects that expand the children's creativity and fosters their curiosity would be forthcoming. Teachers could expect nurses to be strongly supportive of assignments that relate to actual academic studies than those assignments that incorporate the fine arts such as music and art. Nurses may be much more accepting of the teachers' direct disciplining of the students and would seek to determine the motive underlying the child's behavior.

Much concern would also probably be expressed by these parents over the children's self-esteem since these nurses, as a group, are more interested in the psychological growth of their offspring than in maintaining discipline. Any form of discipline that threatened the children's self-esteem would likely be questioned directly. Many of these children would have experienced positive reinforcement in their homes as a means of shaping their behaviors. They would not thrive in an atmosphere that emphasized their shortcomings without first emphasizing their strengths.

Successful management of the children's educational program depends on their teachers' ability to be flexible in adjusting the classroom climate to their general background and temperament. This study sought to assist teachers in their ability to anticipate the reactions of nurses' children in a classroom setting.

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TABLE 1

AGREEMENT BETWEEN STATEMENTS CHARACTERISTIC OF SOCIAL  
CLASS CHILDREARING PRACTICES AND EDUCATION  
(\*Indicates Significance)

| Statements                                                                                   | Technical Education |         |          |         | Professional |         | Education |         | Significance Level |
|----------------------------------------------------------------------------------------------|---------------------|---------|----------|---------|--------------|---------|-----------|---------|--------------------|
|                                                                                              | Agree               |         | Disagree |         | Agree        |         | Disagree  |         |                    |
|                                                                                              | Number              | Percent | Number   | Percent | Number       | Percent | Number    | Percent |                    |
| Lower Class                                                                                  |                     |         |          |         |              |         |           |         |                    |
| ...more than 4 children                                                                      | 1                   | 6       | 16       | 94      | ..           | ..      | 40        | 100     | 0.6564             |
| ...reinforce behaviors that encourage neatness, orderliness, and obedience                   | 17                  | 100     | ..       | ..      | 38           | 95      | 2         | 5       | 0.8793             |
| ...more likely to punish annoying, disobedient, or destructive behavior.                     | 17                  | 100     | ..       | ..      | 39           | 98      | 1         | 2       | 0.6564             |
| ...most interested in providing stability and education                                      | 17                  | 100     | ..       | ..      | 35           | 88      | 5         | 12      | 0.3104             |
| ...base discipline on the result of the behavior                                             | 13                  | 77      | 4        | 23      | 23           | 59      | 16        | 41      | 0.3405             |
| Middle Class                                                                                 |                     |         |          |         |              |         |           |         |                    |
| ...3 or 4 children                                                                           | 6                   | 35      | 11       | 65      | 10           | 25      | 30        | 75      | 0.6390             |
| ...reinforce behaviors that encourage freedom, initiative, creativity and self-actualization | 17                  | 100     | ..       | ..      | 39           | 98      | 1         | 2       | 0.6564             |

TABLE 1 (continued)

| Statements                                                                        | Technical Education |         | Disagree |         | Professional Education |         | Disagree |         | Significance Level |
|-----------------------------------------------------------------------------------|---------------------|---------|----------|---------|------------------------|---------|----------|---------|--------------------|
|                                                                                   | Agree               |         | Number   | Percent | Agree                  |         | Number   | Percent |                    |
|                                                                                   | Number              | Percent | Number   | Percent | Number                 | Percent | Number   | Percent |                    |
| Middle Class (continued)                                                          |                     |         |          |         |                        |         |          |         |                    |
| ...value evidence of consid-<br>eration, curiosity, and<br>self-control           | 17                  | 100     | ..       | ..      | 40                     | 100     | ..       | ..      | ..                 |
| ...more interested in psycho-<br>logical growth                                   | 5                   | 29      | 12       | 71      | 27                     | 69      | 12       | 31      | *0.0133            |
| ...base discipline on inter-<br>pretation of child's under-<br>lying intentions   | 16                  | 94      | 1        | 6       | 25                     | 63      | 15       | 37      | *0.0350            |
| Upper Class                                                                       |                     |         |          |         |                        |         |          |         |                    |
| ...2 or less children                                                             | 9                   | 53      | 8        | 47      | 27                     | 68      | 13       | 32      | 0.4579             |
| ...reinforce behaviors that<br>assist child to become<br>educated                 | 16                  | 94      | 1        | 6       | 40                     | 100     | ..       | ..      | 0.6564             |
| ...value leisure and travel<br>more than child learning to<br>work and hold a job | ..                  | ..      | 17       | 100     | 2                      | 5       | 36       | 95      | 0.8538             |
| ...prefer child focus on fine<br>arts                                             | 1                   | 6       | 16       | 94      | 8                      | 21      | 31       | 79      | 0.3295             |
| ...base discipline on what<br>child is asked to do                                | 13                  | 77      | 4        | 23      | 28                     | 72      | 11       | 28      | 0.9726             |